

THE WINSTON CHURCHILL MEMORIAL TRUST OF AUSTRALIA

Report by: JILL HANNA – 2004 Churchill Fellow

Investigating partnerships between universities and communities (and the role of local government) which enhance the relevance of student learning, utilises research opportunities and builds strong communities – UK and USA

***“We make a living by what we get,
We make a life by what we give.”***

Sir Winston Churchill

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Dated

INDEX

1. INTRODUCTION.....	1
2. EXECUTIVE SUMMARY.....	2
3. PROGRAMME	5
4. INTRODUCTION.....	8
5. FELLOWSHIP FINDINGS	8
5.1. THE PHYSICAL AND SOCIAL ENVIRONMENT	8
5.2. IMPACT ON ECONOMIC DEVELOPMENT	12
5.3. TEACHING AND LEARNING.....	13
5.4. RESEARCH.....	15
5.5. FUNDING AND RESOURCES.....	15
5.6. THE ROLE OF LOCAL GOVERNMENT.....	16
5.7. CRITICAL SUCCESS FACTORS FOR SUCCESSFUL PARTNERSHIPS	17
6. CONCLUSIONS	19
7. DISSEMINATING FELLOWSHIP LEARNINGS.....	19
8. RECOMMENDATIONS.....	19
9. REFERENCES:	20
10. RECOMMENDED RESOURCES:.....	20

1. INTRODUCTION

This report summarises the findings from a 2004 Churchill Fellowship to Scotland, England and the United States of America investigating university-community partnerships and the role local government plays in them. Specific areas of inquiry included what is meant by university-community partnerships, how such partnerships contribute to the physical and social environment, how teaching and research can be structured to provide benefits to both universities and the community, the role local government plays in partnerships and critical factors for successful partnerships.

The Fellowship experience was invaluable and would not have been possible without;

- the financial assistance proved by the Winston Churchill Memorial Trust and the high regard in which the Trust is held which undoubtedly opened doors for me;
- the support of my employer and my colleagues at the City of Fremantle during the whole experience; and
- the great many talented and dedicated people who so willingly shared their experiences and information and offered me generous hospitality.

I am very grateful for the experience that the Fellowship offered me, and hope that the lessons learned are of value to others.

2. EXECUTIVE SUMMARY

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Project Description

To examine partnerships between universities and communities (and the role of local government) which enhance the relevance of student learning, utilises research opportunities and builds strong communities (UK and USA).

Project Highlights

- St Andrews, Scotland: examined the impact of the University in the community and the role it plays in economic development of the region via the Promoting Partnerships initiative.
- Brighton, England: Investigated the projects being undertaken via the Community Partnership Programme (CUPP) and how the Brighton & Hove City Council and community associations are involved in the university – community partnerships. The CUPP project has only been in place for approximately 18 months which enabled the ‘start up’ process to be investigated. .
- Local Government Research Council Initiative (LACRI), London, England: Met with the Chair of LACRI and the Local Government Association to discuss the Local Government Research Council Initiative and the role played by universities.
- Oxford, England: Met with people from Oxford City Council, Oxford University and Oxford Brooks University to explore the relationships and impacts between town and gown, including the Oxford Partnership project.
- Coalition of Urban and Metropolitan Universities Conference – New York. This conference had a stream on Civic and University Engagement with speakers on the topic from numerous urban and metropolitan universities throughout the USA.
- Philadelphia, Pennsylvania, USA: Met with many people from the University of Pennsylvania, community leaders, the City of Pennsylvania and schools who are involved in university-community partnerships. The University of Pennsylvania has a very mature and comprehensive level of community partnerships having made a formal commitment of resources for over a decade. This enabled the investigation of long term, sustained partnerships.
- Richmond, Virginia, USA: Met with wide variety of people from the University of Commonwealth Virginia (VCU), associated Bio-technology Research Park, business leaders, the City of Richmond and community associations involved with university-partnerships. VCU is heavily involved in the revitalisation of the Richmond city centre and the surrounding community and it has a strong service learning commitment.

Fellowship Findings

The fellowship journey allowed the exploration of a variety of university-community partnerships. While numerous lessons were learned and many excellent examples observed, this report concentrates on six topics:

1. The Physical and Social Environment

Partnerships between the universities, local government, developers and the community have resulted in the integration of University, commercial and retail activities. The resultant revitalisations have improved safety and vibrancy and positively impacted on student and faculty attraction.

Enhanced community well-being has been addressed by partnerships with schools, utilising University students and resources to improve the physical and mental health of communities and academic performance.

2. Impact on Economic Development

Apart from the universities' contribution to the local economy through direct and indirect job creation and purchasing power, there were many examples of university-community partnerships that drove economic revitalisation - eg the establishment of biotechnology facilities to capitalise on university research, the attraction of knowledge industries and funding and involvement in city-wide revitalisation projects.

3. Teaching and Learning

The integration of community engagement in universities was demonstrated at many sites by the adoption of a 'service-learning' philosophy where community partnerships are integrated into the academic curriculum.

4. Research

There was significant evidence to suggest that the research capacity of universities was enhanced by the university-community partnerships and also contributed greatly to the surrounding community.

5. Funding and Resources

Significant funding is required to establish university-community partnerships. In the sites visited initial funding was gained from government grants and philanthropic groups. It was noted, however that established partnerships attract significant funding via joint grant applications and corporate sponsorships. All universities visited had dedicated community engagement departments to provide leadership, run projects and support faculty in the development of service learning and community projects.

6. The Role of Local Government

While all local governments visited demonstrated appreciation of the value of universities in their community, the initiating and driving role was mostly taken by the university sector. Local government involvement was often advisory, regulatory and reactive. However, local government were well represented on partnership steering committees. The exception was Oxford City Council which has a strategic partnerships unit.

7. Critical Success Factors for Successful Partnerships

Factors considered critical to success are:

- a) a shared understanding of what is meant by university-community partnerships;
- b) leadership and vision from the 'top' and also at 'operational' level;
- c) needs and capacity match;
- d) partnerships link to academic outcomes;
- e) sticking to promises;
- f) sufficient resources; and
- g) representative governance structures.

Conclusions:

- University-community partnerships bring tangible benefits to all parties concerned.
- Community engagement and service learning enhance the student learning experience and encourages better citizenship.
- There is no 'one size fits' all in university-community partnerships and each partnership must look at individual needs and capacity to deliver.
- There is an opportunity for local government to play a stronger role in encouraging and leading university-community partnerships.

Recommendations

It is recommended that:

- local government authorities with a university in their municipality, initiate discussion to ascertain how university-community partnerships can be formed for the benefit of all parties;
- universities seek opportunities to introduce academically based service learning into their curriculum; and
- Federal and State Government explore the introduction of a grants program designed to encourage and sustain university engagement with the community.

3. PROGRAMME

St Andrews, Scotland 13 – 16 September 2004

- Dr David Corner, Deputy Principal, University of St Andrews
- Ms Karen Munro Project Facilitation Officer, Promoting Partnerships Initiative, University of St Andrews
- Mr Ewan Chirnside, Director of Research and Enterprise Services, University of St Andrews, Social Dimensions of Health Institute, Dundee
- Mr Carl Gardiner, Scottish Enterprise Fife
- Mr Alistair Work, Secretary and Registrar, University of St Andrews
- Ms Laura Meagher and Mr Kevin Bazley, Scottish Enterprise Tayside
- Ms Chris Lusk, Director Student Support Services, University of St Andrews
- Mr Simon Atkins, President Students Association, University of St Andrews
- Ms Fiona Bell, Director of Estates, University of St Andrews
- Ms Inga Burton, Environment Manager, University of St Andrews
- Ms Laura Meagher and Ms Jennifer Caswell, Dundee City Council

Brighton, England 19 – 23 September, 2004

- Mr David Wolff, Project Manager, Community University Partnership Programme (CUPP), University of Brighton
- Ms Polly Rodrigues, Research Helpdesk Officer, CUPP, University of Brighton
- Ms Elaine McDonnell, Project Administrator, CUPP, University of Brighton
- Prof Susan Balloch, Academic Director, CUPP and Director Health and Social Policy Research Centre, University of Brighton
- Ms Julie Reddaway, Single Regeneration Budget Programme Manager, Brighton & Hove City Council
- Ms Pauline Ridley, Centre of Learning & Teaching, University of Brighton
- Ms Cherie Woolmer, Widening Participation Manager, University of Brighton & Ms Ms Maggie Openheimer, Tutor, Brighton, Hove & Sussex Sixth Form College both of who are working on Refugees into Higher Education project
- Ms Alice Fox, Course leader for the Access to Art Course and Research Fellow, University of Brighton
- Mr Ty Goddard, Brighton-Hove City Council
- Mr Paul Jarvis, Consultant, Versatility Plus Limited and member of the CUPP development team
- Mr Dan Shelley, Lifelong Learning Projects Officer, Brighton & Hove City Council
- Ms Elizabeth Maddison, Head of Strategic Planning Unit, University of Brighton
- Tom Bourner, Charlie Jordan and Dee MacDonald, ALTogether Programme at University of Brighton
- Sir David Watson, Vice Chancellor, University of Brighton
- Ms Brenda Kelly-Evans, Head of International Relations, University of Brighton
- Ms Angie Hart and colleagues, Child and Adolescent Mental Health Services, Hove.

Oxford, England – 28 – 29 September, 2004

- Mr Gavin Musk, City Partnerships Manager, Oxford City Council
- Ms Debbie Dance, Director, Oxford Preservation Trust
- Ms Catherine Cartwright, Access Programmes, Ashmolean Museum, University of Oxford
- Mr Paul Teulon, School and Colleges Liaison Officer, University of Oxford
- Mr Peter McQuitty, Corporate Projects Manager, Oxford City Council
- Mr Joe Barclay, Regional Liaison Director, Oxford University
- Mr Rex Knight, Deputy Vice-Chancellor, Oxford-Brookes University

London, England – 30 September, 2004

- Mr Howard Wynborn, Chairman Local Government Research Council Initiative
- Mr Roger Sykes, Local Government Association

New York, New York, USA – 2 – 5 October, 2004

- Coalition of Metropolitan and Urban Universities 10th Annual International Conference “Urban and Metropolitan America – The New Realities”.

Philadelphia, Pennsylvania, USA – 7 – 13 October, 2004

- Ms Joann Weeks Associate Director, Centre for Community Partnerships, University of Pennsylvania
- Sayre High School (students and staff)
- Mr Scott Baier, Director Sayre Health Promotion and Disease Prevention Program,
- Community Leaders, Ms Frances Aulston, Executive Director West Philadelphia Cultural Alliance; Ms Marie Bogle, Former lead WEPIC teacher; Ms Katie Cofey, Director Southwest Community Enrichment Center; Rev Joseph Knock, Pastor Second Antioch Baptist Church; Ms Jettie Newkirk, VBP Carroll Park Community Council; Ms Frances Walker-Ponnie, Founder Parents and Children Against Drugs; Ms Isabel Mapp, Director Penn Volunteers in Public Service and Assoc Director CCP; Ms Winnie Smart-Mapp, Associate Director CCP
- Dr Ira Harkavy, Associate Vice President, Director CCP
- University High School, students and staff
- Mr Danny Gerber and Ms Jen Rulf, Urban Nutrition Initiative
- Ms Valerie Piper, Center for Urban Redevelopment Excellence, University of Pennsylvania
- Dr Cynthia Belliveau, Director, Pennsylvania Service Learning Alliance
- Faith Goldstein, Associate Director, Pennsylvania Service Learning Alliance
- Mr Eli Massar, Business Corridor Program Manager, University City District
- Ms Carol Scheman, VP, Government, Community & Public Affairs, University of Pennsylvania
- Ms Kendra Goldbas, Associate Director, Urban Research Institute, University of Pennsylvania
- Mr Glenn Bryan, Assistant to the VP, Director City & Community Relations, University of Pennsylvania
- Mr Tony Sorrentino, Marketing Manager, Business Development, Division of Facilities and Real Estate, University of Pennsylvania
- Dr Robert Giegengack, Professor, Earth & Environmental Science, University of Pennsylvania
- Ms Hillary Aisenstein, Director Philadelphia Higher Education Network for Neighborhood Development, University of Pennsylvania
- Mr Richard Redding, Deputy Director, Philadelphia City Planning Commission
- Cory Bowman, Associate Director, CCP, University of Pennsylvania
- Mr David Grossman, Director, Civic House, University of Pennsylvania
- Dr Eugenie Birch, Chair and Professor City & Regional Planning, University of Pennsylvania
- Dr Lee Nunery, VP Business Services
- Mr Harris Steinberg, Executive Director, Penn Praxis, University of Pennsylvania

Richmond, Virginia, USA – 14 – 21 October, 2004

- Dr Cathy Howard Director, Office of Community Programs, Virginia Commonwealth University (VCU)
- Dr Eugene Trani, President, Virginia Commonwealth University
- Dr Michael Pratt, Director, Virginia Center for Urban Development, Virginia Commonwealth University
- Dr Mort Gulak, Dr John Accordino and Dr John Moeser, Urban Studies and Planning Program, Virginia Commonwealth University
- Dr Mark Hampton and Dr Chip Byrd, Institutional Research and Evaluation, Virginia Commonwealth University
- Mr Jack Berry, Executive Director, Richmond Renaissance
- Mr John Woodward, Director, Dept of Economic Development, City of Richmond
- Mr David Lohr, Executive Director, Virginia BioTechnology Development Center
- Mr Greg Wingfield, President and CEO, Greater Richmond Partnership Inc
- Mr Jim Dunn, President and CEO, Greater Richmond Chamber of Commerce
- Mr Mel Orofsky, Virginia Commonwealth University
- Dr Peter Kirkpatrick and Ms Jennifer Ludovici, Office of International Education
- Community Members, Carver-VCU Partnership
- Dr Robert Cohen and Dr Evelyn Reed-Victor, VCU Solutions, Virginia Commonwealth University
- Ms Rebecca Halloran, Program Coordinator Nonprofit Enterprise Institute, Virginia Commonwealth University

4. INTRODUCTION

Background

The University of Notre Dame Australia (UNDA) is situated in the heart of the historic West End of the City of Fremantle. Established some twelve years ago, the University has grown considerably amid both criticism and support in the community. Criticism has been mainly centred on the growing 'footprint' of the University, the change of use of many of Fremantle's heritage buildings and the perceived 'isolation' of the University from the community. In an effort to improve relationships the City of Fremantle and UNDA signed a 'Memorandum of Understanding' in 2002 which sought to establish a framework in which the two parties could work together.

Attendance at a "Town and Gown" seminar hosted by the City of Joondalup in 2003, where Barbara Holland from National Service Learning Clearing House in the USA was a guest speaker, gave an insight into what is possible if universities and communities formed partnerships. This was the beginning of this Fellowship journey made possible by the Winston Churchill Memorial Trust.

5. FELLOWSHIP FINDINGS

There were numerous lessons learned and many extraordinary examples demonstrated during the Fellowship journey, however only a few are able to be cited in this report. A resources list has been provided at the end of this document for readers who are interested in further exploration of the topic. By necessity, this report has been narrowed into six topics:

1. the physical and social environment;
2. the impact on economic development;
3. teaching and learning;
4. research;
5. funding and resources;
6. the role of local government; and
7. critical success factors for successful partnerships.

5.1. THE PHYSICAL AND SOCIAL ENVIRONMENT

A blurring of the boundaries between universities and communities was evident in all sites visited due to a desire to build safe, vibrant, interesting and commercially successful environments for students, faculty and the community. In several cases, safety was a key driver for the universities to contribute to the built environment surrounding the campuses as it significantly impacts on both student and faculty attraction. In addition, ongoing community criticism regarding the 'encroachment' of growing universities into community spaces heightened the need for a change of approach to university environments.

Integrating commercial, retail and university activities made a significant contribution to the local community and improved safety and facilities while also minimising criticism regarding university expansion. The improvements of the physical and social environments in which the universities operate were done in conjunction with the local communities (including local government) to meet their needs as well as those of the university. The local government institutions were generally involved in an advisory and regulatory capacity and even as land providers.

Examples

The University of Pennsylvania's 'West Philadelphia Initiative' sought to fundamentally improve the West Philadelphia neighbourhood in which the University is situated through a major commitment of leadership, administration, funding, and academic resources over a period of years (Kromer and Kerman, 2004). The Initiative focused on five areas simultaneously:

- i. Clean, safe and attractive streets and neighbourhoods
 - established a special services sanitation service, security improvements and other services, to build on those offered by the local authorities;
 - improved pedestrian orientations and lighting; and
 - promoted community greening programs.
- ii. Excellent school options
 - created a University assisted pre-kindergarten – 8th grade public school with University academic resources integrated into curricular and community life; and
 - worked with local schools to improve academic effort.
- iii. High quality, diverse housing choices
 - formed partnerships with city agencies and community groups to acquire, improve and recycle deteriorated and vacant properties in the area;
 - provided financial incentives for University affiliated families to buy or improve homes in the neighbourhood;
 - developed programs to support the rehabilitation of deteriorated or vacant properties to stimulate new investment in the West Philadelphia area;
 - formed joint ventures to invest in real estate development to improve retail in the area;
 - acquired 'problem' retail sites and converted them to better uses in collaboration with the local community; and
 - in conjunction with the local authority provided a rent and property tax 'holiday' to attract 'brand' retailers into University properties in order to then attract other quality 'retailers into the area.
- iv. Increased job opportunities through economic inclusion
 - utilised purchasing power of the University to facilitate improved employment opportunities for local residents and businesses;
 - used the University's purchasing power (\$US650m per annum) to stimulate business relocation and expansion in West Philadelphia; and
 - worked with public and private sector partnerships in revitalising key commercial corridors.

At the request of the City of Philadelphia Planning Commission, the University of Pennsylvania's President and Head of their Planning School led committees to develop policies to revitalise the area between the current University campus and the river which is the boundary of the CBD. Following the successful redevelopment of University properties into vibrant and successful retail and commercial properties (often with University occupied spaces on upper levels, the City also (successfully) encouraged the University to acquire significant properties in the area being revitalised and supported the change of use of such buildings to encourage further private development (see Figure 1).



Figure 1: Derelict building restored by the University of Pennsylvania to establish new home for its radio station, performing arts theatres, and cafes. The property is situated in a very run down area between the main area of the University and the city and is seen as an important step in building developer confidence to invest in revitalisation.

Results:

- 56 % reduction in reported robberies between 1996 – 2002
- 28 % reduction in assaults
- 31% reduction in burglaries
- 76% reduction in auto thefts
- private developer invested \$US55m to convert long vacant building into 282 rental units
- home sales doubled in the area between 1995 and 2003
- 386 Penn affiliated households bought homes in the area, including 20 previously vacant homes
- University raised more than \$US150m in private capital to invest in the neighbourhood
- University created 150,000 sq feet of new rental space bringing in 25 businesses in < 4 years (see Figure 2 below)
- University controlled retail space is 98% leased
- Foot traffic along the new retail corridor increased by 86% between 1995 and 2002
- 200 permanent jobs have been created for West Philadelphia residents
- the University's 'Buy West Philadelphia' program resulted in purchases of \$344.1m from West Philadelphia vendors between 1997 and 2003
- New school opened with full enrolment
- Graduate School of Education began reform of existing public school including a 3 year intensive intervention to improve literacy, math and science
- 150 academically based community service courses taught by University faculty from diverse disciplines in West Philadelphia schools.

(Kromer and Kerman, 2004).



Figure 2: University of Pennsylvania redeveloped a carpark on the edge of their main campus to accommodate expansion and revitalise the area through the attraction of major retailers. The University occupies the upper floors of the buildings. Photos: University of Pennsylvania, date unknown)

University of Commonwealth Virginia's Carver Community Partnership – designed to enhance the well being for all who live, work and study in the shared environment. The partnership consists of 260 faculty led projects from 44 different departments to meet needs identified by the community. When the partnership began the Carver neighbourhood had a high rate of vacant houses, the highest violent crime rate in Richmond, unemployment twice the city's average and 18% of family living below the poverty line.

The partnership focuses on:

- i. Neighbourhood safety eg:
 - increased number of VCU community policing officers in area, including a bike patrol (grant funded from US Justice Department); and
 - police have closed down drug markets, and developed an adopt-a-senior program and work closely with the community to meet their needs
- ii. Community and economic development eg:
 - the University developed a masterplan for the entire Carver area in conjunction with the community to address blighted properties, examine best uses for vacant land, and propose public area improvements (mostly done by the Dept of Urban Studies and Planning graduate students and community members). The final document has been approved by the City Planning Commission and is expected to be approved by the City Council and incorporated into the City of Richmond's overall strategic plan. As a result of the masterplan, Carver was selected for one of the City Council's grants for neighbourhood revitalisation giving resources over 6 years for refurbishment; and
 - a play has been developed and performed regarding the history of the community from oral histories collected by students from community members and performed by the local theatre guild. 350 people attended the play.
- iii. Community School. The major goal of this long term partnership with the Carver Elementary School is to increase the academic achievement of Carver students through an increase in involvement by parents and community members, eg:
 - VCU students tutor Carver students through service learning courses
 - Intensive reading tutoring is provided to first and second grade children needing support;
 - A long-term mentoring program has been established between VCU students and school students; and

- extensive staff development and coaching services for school staff by VCU's Faculty of Education.
- iv. Health promotion and services integration – goal was to promote the physical and mental health of people in the Carver community, eg
- annual community health fair held to provide medical and dental check ups, immunisation and screening tests for community members;
 - provision of a nurse coordinator from the University's School of Nursing to the Carver Elementary school (grant funded) to provide health screening and education; and
 - The University's School of Social Work and Psychology assign graduate students to several schools to provide individual and family counselling together with anger management and self esteem education.

Results:

- Significant drop in vacant houses
- Unemployment dropped 2.1%
- 35% reduction in violent crime in 3 years
- 53% drop in property crime in 3 years
- 3.3% reduction in families living below the poverty line
- 41% increase of people agreeing that Carver had promise as a neighbourhood
- increased educational attainment by school students in areas where VCU have been involved

5.2. IMPACT ON ECONOMIC DEVELOPMENT

In addition to the universities' contribution to the local economies through direct and indirect job creation and purchasing power, the sites visited demonstrated how university-community partnerships can contribute to, and even drive, economic development in an area. It is to be noted that at some sites (eg University of St Andrews, University of Pennsylvania and Virginia Commonwealth University), the university is the largest private employer in the area. This is likely to be similar with some universities in Australia.

Examples:

Universities of St Andrews and Dundee

Apart from a partnership with each other, these universities have a variety of partnerships with local government, Scottish Enterprise and community groups to improve the local economy, eg

- the high quality bio-sciences school at the University of Dundee has resulted in a pharmaceutical foundation investing in major new building to support research with a commercial focus. The decision was made by Scottish Enterprise and local authorities to work with universities to develop high value jobs instead of the traditional manufacturing organisations that were in decline;
- spin out companies from commercially oriented University research have been set up in the area and supported by Scottish Enterprise;
- the University works with schools to encourage local students to do courses that will make them employable in high value jobs in bio-technology;
- funding Graduate Enterprise Centres to help students set up businesses particularly with software embryonic businesses; and
- formation of the Dundee Partnership with European funding to revitalise the city centre with the understanding of the importance of attracting knowledge industries

and the role the universities plan. Dundee widely promoted by the City, private enterprise and the City as 'Bio-Dundee'.

Results:

- Life sciences employment almost trebled in 3 years in the area.
- New companies forming in the area resulting from University research (Dundee and St Andrews)

Virginia Commonwealth University.

- Biotechnology Research Park developed in conjunction with the City, the State and private investors to increase the City's biotechnology capacity and attract life sciences companies to Richmond, grow local life sciences businesses and improve a blighted area. To date 52 new incubator companies have been established. The State issued a \$5m bond for construction, the City enabled the use of the land, and VCU's business school contributed to the development of the incubator companies by providing business-planning advice. 75% of companies have been born from VCU faculty research (Joint Study by Initiative for Competitive Inner city and CEO's for Cities, <http://www.ceosforcities.org/research/2002/leveraging_colleges/>) (see Figure 3);



Figure 3: Virginia Biotechnology Research Park (Virginia Biotechnology Research Park, 13 August 2004)

- financial and practical involvement in the Richmond Chamber of Commerce (University's President was also President of the Chamber), Richmond Renaissance (revitalisation of downtown Richmond), and the Greater Richmond Partnership utilising the University's research capacities and interests; and
- Centre for Urban Development placed within the University. Originally funded by state, now funded by the University. Provides research information to the city (at cost of overheads only) on economic trends, demographic data and future forecasts to encourage investment in the City.

5.3. TEACHING AND LEARNING

Integrating community – university partnerships into the core business of the university is, in part, achieved in many of the sites visited by the adoption of 'service-learning' or what the University of Pennsylvania calls 'academically based community service courses'. Service learning has been described as:

“a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Unlike extracurricular voluntary service, service-learning is a course-based service experience that produces the best outcomes when meaningful service activities are related to the course material

through reflection activities Unlike practice and internships, the experiential activity in a service-learning course is not necessarily skill based within the context of professional education” (Bringle and Hatcher, 1996 cited in Zlotkowski, 1997)

Examples

University of Pennsylvania

The University of Pennsylvania has over 150 service-learning courses that combine scholarship and service through the integration of theory and practice. These courses are across a range of disciplines including Arts and Culture, Economics, Town Planning, Education, Environment, Health and Nutrition, Science, Math, Engineering, Recreation, Veterinary Science, Medicine, Dentistry, Law, Nursing, Business and Anthropology. The University stated that an increasing number of students are choosing to enrol at the University of Pennsylvania because of this focus. In their last graduating student survey, the academically based community service approach was the second most important element in determining overall satisfaction with their student experience (first was the Study Abroad Program).

Specific example at the University of Pennsylvania are:

- the Urban Nutrition Initiative which links undergraduate courses with schools creating a Kindergarten to Year 12 curriculum focused on community health. The initiative operates in three public schools, involving 1000 students and teaches core subjects (math, social studies, language, arts) through entrepreneurial projects, peer and community health promotion and community gardening. The total project arose from community concerns around health issues in the community; and
- Health Promotion and Disease Prevention Center at Sayre Middle School. This programme integrates the activities of the Health Promotion Center with the educational programs and curricula at both Sayre and the University of Pennsylvania. The University students in Medicine, Nursing, Dentistry and Arts and Sciences (and others) work at Sayre through new and existing courses, internships and research projects (see Figure 4).



Figure 4: (left) Sayer Middle School students involved in the health promotion program with University of Pennsylvania. (right) The vegetable garden which has been planted by students as part of the nutrition education partnership at Sayer.

University of Brighton (UK)

The Access to Art Project at the University of Brighton is an inclusive art course for University students and artists with learning disabilities. Brighton students work with an artist with a learning disability on collaborative projects bringing learning for both parties. Brighton students learn art facilitation and collaboration, new skills and how to work in partnership with another artist.

University of Commonwealth Virginia

VCU has a significant and long standing commitment to service-learning with courses being offered by a wide variety of schools including Allied Health Professions, Humanities and Sciences, Education, Nursing, Arts, Medicine, etc.

One example is the University's Department of Urban Studies and Planning graduate program which includes the development of Masterplans for local areas in conjunction with community members. The City of Richmond's Department of Community Development and Planning Departments are involved as panel members and in an advisory capacity, together with other agencies as needed. Outcomes have included the Carver Neighborhood Plan and the Scott's Addition Masterplan, both fully comprehensive, well researched and professional documents. These plans have then been used to attract funding for urban renewal.

5.4. RESEARCH

The research capacity of the universities visited were often enhanced by the university-community partnerships and also contributed greatly to the surrounding communities.

Examples (apart from those mentioned previously):

University of St Andrews

The University has a strategic alliance with Scottish Enterprise to utilise University technology research to attract companies to the area. The University retains shareholding in the companies by virtue of the intellectual property.

University of Brighton

Provides a research help desk for the community and voluntary sector to enable them to access existing research outcomes and gain guidance on their own research projects. Training is also provided for this sector in issues and approaches to research.

The University also has research partnerships with the community and voluntary sector to enable joint research projects to be established, funded and conducted. This improves the capacity of both the University's research ability and the community and voluntary sector organisations.

University of Pennsylvania

The Urban Nutrition Initiative and other school based programs provided longitudinal research opportunities for the University as research data on health and nutrition and the impacts of education on the community is collected via their long standing service-learning partnerships with schools.

5.5. FUNDING AND RESOURCES

Funding

Clearly funding for setting up university-community partnerships has been a key element in the development of structures and resources for ongoing and sustainable partnerships at the sites visited. While significant benefits were identified by all sites visited, funding is required to enable the establishment of community partnerships. Funding sources include:

- Government grants. In the USA, the partnership grant programs of the Office of University Partnerships, is funded by the US Department of Housing and Urban

Development. Local government and other government bodies have also provided grants for specific projects (UK and USA); and

- The University of Brighton received substantial funding from a philanthropic group (Atlantic Philanthropy) over a 4 year period to establish their Community University Partnership Program.

Offsetting costs

It was noted that university-community partnerships, once established, also attracted funding that would not normally be available as it can be attracted via joint applications for grants and corporate sponsorship.

In his presentation at the Coalition of Urban and Metropolitan Universities conference, Mr Richard Brown, Vice Chancellor Finance and Administration, University of Tennessee at Chattanooga, USA, commented that 'when you give to the community, the community gives to you'. In support of his statement he cited several examples:

- \$US25m offered by local philanthropist to 'make the University and community better';
- corporate sponsor offered to build one new school (if the government also built one) if there was a University-schools partnership; and
- research is now done with less University funding, and publishing has increased significantly as considerable research is done via community engagement projects which have become part of their daily work.

Local government costs can be offset via the utilisation of university resources in partnership projects, eg planning and architectural projects, community development projects and environmental and health projects.

Resources

All university sites visited had dedicated resources working in community- university partnerships departments (over 30 people at University of Pennsylvania). These departments are established to provide leadership to the development of partnerships, run projects and support faculty in the development of service-learning and other partnerships.

5.6. THE ROLE OF LOCAL GOVERNMENT

All local governments visited demonstrated a strong appreciation of the value of a university in its community and the leverage for further investment they provided.

However, the initiating and driving role in the development of university-community partnerships in most sites visited was taken by the university sector, with local government playing something of an advisory and/or reactive role (as well as their traditional regulatory role particularly in planning matters). Local Governments did actively participate in Steering Committees and project committees.

While the local governments visited often had an individual staff member as the key university partnership liaison officer, there was no evidence that significant resources were assigned to support them. The exception was at Oxford University which has a Strategic Partnership unit and coordinates the Oxford Partnership which consists of government, community and education sector members.

It would appear that a stronger leadership role from local government, as representatives of the community, could be beneficial.

5.7. CRITICAL SUCCESS FACTORS FOR SUCCESSFUL PARTNERSHIPS

A number of factors emerged from all partnerships that were considered critical to their success and sustainability. These include:

(a) A shared understanding what is meant by University and Community Partnerships

Partnerships have been defined as two or more parties who make a commitment to invest resources in joint pursuit of a mutually beneficial end. By implication, each party to a partnership has something at stake – a contributed asset, whether money, expertise, time, data, or reputation – for which they expect some benefit in return (The Urban Institute, 2000 cited in Walker and Howard 2004).

While each of the sites visited approached their partnerships differently a fundamental tenet was that there was mutuality of benefit. University of Pennsylvania termed their high level of community engagement as being done in their 'enlightened self interest'. It was clear that without community partnerships being of substantial benefit to both parties they would not be sustainable. As partnerships developed, it was acknowledged that they needed to be integrated into the university's 'core business' if they were to be successful and the institution was to be fully 'engaged' with the community. The W.K. Kellogg Foundation paper on 'Engagement in Youth and Education Programming <<http://www.wkkf.org/Pubs/YouthED/Pub665.pdf>>' states that engaged higher education institutions and communities:

1. see their present and future well-being as inextricably linked;
2. collaboratively plan and design mutually beneficial programs and outcomes;
3. engage in reciprocal learning;
4. respect the history, culture, knowledge, and wisdom of the other;
5. create structures that promote open communication and equity with one another;
6. have high expectations for their performance and involvement with each other;
7. value and promote diversity; and
8. regularly conduct a joint assessment of their partnership and report results.

Sir David Watson, University of Brighton's Vice Chancellor, says:

"... this is a truly exciting idea that builds on the university's tradition of public engagement while reinterpreting it for the 21st century. It is not about bestowing largesse or allowing marginal access to our facilities, but about fundamentally rethinking the way we work and what we do'.

(b) Leadership and vision

The critical nature of strong leadership cannot be underestimated in developing successful partnerships. Such leadership was observed at several levels:

In all sites there was strong leadership and vision at the Vice Chancellor/President level at the university who strongly supported and drove the community engagement process and understood its necessity and benefits. This was seen throughout the organisation as being vital to success. In addition strong, identified, community leaders (whether they be in local government (politicians and officers), voluntary or community organisations or in local neighbourhoods) were essential.

Leadership at the 'operational' level is also critical as having 'people with passion' who were seen as credible, reliable and capable both internally in their organisations and with project partners drove the implementation and development of ongoing partnerships.

(c) Needs and capability match

Partnerships must be structured to meet community needs, as identified *by* the community, while also ensuring that the university has the capability and the capacity to deliver. Understanding the university's capability and capacity before embarking on partnerships was seen by some as being critical to ensure that community expectations can be managed.

It is essential that partnerships are of **equal** benefit to the parties involved and that all stakeholders are involved from the beginning.

(d) Partnerships link to academic outcomes

In order to develop sustainable partnerships, it was seen as important that projects were linked to academic outcomes in teaching and research – ie for universities it must be linked to their core business. It was noted by many that it was important to include community engagement as part of the performance measurement of academics if it was to be truly institutionalised.

(e) Sticking to promises

"Don't start what you can't deliver and continue" was a common piece of advice offered by all sites visited. Trust and credibility are soon lost if promises are not kept.

(f) Sufficient resources

The sustainability of partnerships and the ability to meet expectations is highly dependent on the level of resources applied. Critical to the ongoing success of community and university partnerships is enough money and committed people dedicated to the process. In all cases visited, external funding had been received in the start up phase with some ongoing grants received for specific projects.

(g) Representative Governance Structures

High level 'steering' committees for the overall direction of university involvement in community engagement were evident in most sites visited. Typically well functioning and useful committees included the VC/President (or her/his direct high level representative), community leaders, politicians and senior officers from local government and senior university faculty members.

In addition, each major project was be overseen by a project steering committee comprising of all stakeholders. The importance of ensuring all stakeholders are included cannot be overestimated.

6. CONCLUSIONS

- Universities are very valuable assets to the community.
- Local governments should work with universities to maximise the benefits they bring to the local and surrounding area and encourage a blurring of the physical boundaries between the university campus and its neighbourhood.
- All parties gain considerable and tangible benefits from successful university-community partnerships.
- A sustained effort, together with financial and human resources are required to develop successful partnerships.
- Successful partnerships attract funding and improve the university's research capacity while meeting community needs.
- Service learning and community engagement enhances the student learning experience, encourages better citizenship and faculty satisfaction.
- Partnerships build capacity within the community which leads to stronger communities.

7. Disseminating Fellowship Learnings

- A copy of this report will be sent to all universities in Australia and to local governments via the Australian Local Government Association.
- Briefing sessions will be held for interested Western Australian Universities and local governments with a university in their municipality.
- Journal articles will be offered to Australian local government and institutions of higher learning publications.
- Papers and briefings will be given as requested or identified.

8. RECOMMENDATIONS

The Australian Federal Government research into university engagement in 2003 identified that *“only a small number of universities, in partnership with their local communities, are moving toward a holistic approach to engagement”* (Commonwealth of Australia, 2003:9) and there is little evidence of Australian local government showing strong leadership in improving this position. It is therefore recommended that:

- Local government authorities with a university in their municipality, initiate discussion to ascertain how university-community partnerships can be formed for the benefit of all parties.
- Universities seek opportunities to introduce academically based service learning into their curriculum.
- Federal and State Government explore the introduction of a grants program designed to encourage and sustain university engagement with the community.

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